

Accountability and Data Road Show

Handouts for “Data Dig” Breakout Session

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PERCEPTIONS DATA

Links to Surveys

Helpful Links for Perceptions Data:

School Questionnaires Services, Victoria Bernhardt

<https://edforthefuture.com/questionnaire-services>

Surveys

<http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/K-12-Accreditation-Home/Perception-Surveys>

Student Survey

https://www.education.ne.gov/wp-content/uploads/2017/07/Template-Student_Survey.pdf

Staff Survey

https://www.education.ne.gov/wp-content/uploads/2017/07/Template-Staff_Survey.pdf

Parents Survey

<https://www.education.ne.gov/wp-content/uploads/2017/11/Form-4-Parent-Survey.docx>

Family Engagement Surveys

https://www.education.ne.gov/wp-content/uploads/2017/07/Family_Engagement_Surveys.pdf

Climate Surveys

For more information about Climate Surveys available to schools in South Dakota, please contact:

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DATA SYSTEMS INVENTORY

Part 1: Data Systems

Complete the table below to develop a list of the data systems in use in your district. For each system identify:

1. System Name: Write the name of the system or software being described.
2. Type of Data: Describe the types of data captured by the system (e.g., demographic, perception, student learning, school process).
3. Reporting Features: Describe any reporting features the system has (e.g., ad hoc, one-click, predefined).
4. Users: Describe who has access to the system (e.g., principals, secretaries, teachers).
5. Additional Notes: Add any additional information about the system you would like to record.

System Name	Type of Data	Reporting Features	Users	Additional Notes

Part 2: Assessments

Complete the table below to develop a list of the assessments in use in your district. For each system identify:

1. **Assessment:** Enter the name of the assessment.
2. **Grade Levels Administered:** Record the grade levels in which the assessment is given.
3. **Content/Subject Area(s):** Record the subject areas that the assessment measures (e.g., mathematics, reading, writing).
4. **Date Test Data Are Available:** List the date (or dates) when the data are available to use.
5. **Students Assessed:** List the populations of students assessed (e.g., all students, special education, English Learners).
6. **Current Data Use:** Describe how the data are currently used (e.g., setting school improvement goals, placing students in intervention programs). List as many uses as you are aware of.

Assessment	Grade Levels Administered	Content/Subject Area(s)	Date Test Administered / Data Are Available	Students Assessed	Current Data Use

STAGE 4: INTERPRET THE DATA

Observed Strengths	Observed Challenges

Prioritize Challenges

Priority	Challenge
1	
2	
3	
4	
5	

Identify Factors for Change

- 1.
- 2.
- 3.
- 4.
- 5.

Top Driving Factor:

Which driving factor do we have the most control over, is actionable, and will have the most impact on our focus area?

STAGE 5: PLAN FOR ACTION

Focus Area:			
Focus Question:			
Key Challenge:			
Driving Factor:			
SMART GOAL:			
Action Steps <i>What will be done?</i>	Resources <i>What is needed to do this step?</i>	Deadline <i>By when?</i>	Responsibilities <i>Who will do it?</i>

STAGE 6: IMPLEMENT, MONITOR, AND SUSTAIN

Focus Area:							
Key Challenge:							
Strategic SMART GOAL:							
Date	Variable 1 Measurement	Difference	Variable 2 Measurement	Difference	Variable 3 Measurement	Difference	Next Steps
Has the team achieved improvement in the focus area?							
If yes, describe:							

Appendix: Resources for Inquiry Cycle

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QUESTION BANK

Question Bank

Organizing data around essential questions about student performance helps educators use data while maintaining a clear focus on student learning. The first task is to clarify the questions that need to be answered *before* data collection begins.

Question Format: 1. What is the correlation between (variable) and (variable) [in subgroups]?	
<u>Example Question</u>	<u>Data Sources Needed to Answer Question</u>
How are attendance rates related to Smarter Balance ELA scores for 6 th graders?	Smarter Balance ELA scores for 6 th grade only, average attendance rates for 6 th grade only.

Question Format: 2. How are (sub groups) performing in (content area) as measured by (test) over [time period]?	
<u>Example Question</u>	<u>Data Sources Needed to Answer Question</u>
How are Native American students performing in reading, as measured by DIBELS (or AIMSweb, etc.) over the last three years?	DIBELS (AIMSweb, etc.) results for Native American students only for the last three years. (Student Enrollment List – DIBELS results)

Question Format: 3. How has (program or intervention) affected (data source)?	
<u>Example Question</u>	<u>Data Sources Needed to Answer Question</u>
How has the implementation of Junior Great Books (intensive reading program) affected Smarter Balance reading scores?	Smarter Balance reading scores from the years during which Junior Great Books were in place, and at least one year prior to that.

Question Format: 4. What are the trends in (data source) over (time period)?	
<u>Example Question</u> What are the trends in parent perception of parent/school communication and engagement since implementation of the parent/school engagement plan? <i>[Based on preferences stated in start-of-year surveys, teachers will use families' preferred form of communication to discuss student progress in class and suggest 1-3 learning activities that families can use with their children to shore up possible weaknesses. (1st and 3rd Thursdays of each month)]</i>	<u>Data Sources Needed to Answer Question</u> Parent perception data regarding parent/school communication and engagement since the implementation of the school/parent engagement plan, and at least one year prior.

Question Format: 5. What is (subgroup)'s perception of (variable)? How does that correlate with (variable)?	
<u>Example Question</u> What are the middle school students' perceptions of school culture? How does that correlate with classroom grades?	<u>Data Sources Needed to Answer Question</u> Middle school perception survey data related to school culture; Middle school grades

Question Format: 6. How does (data source) compare across (subgroups)?	
<u>Example Question</u> How do Office Discipline Referrals (ODRs) compare across classrooms and/or by gender?	<u>Data Sources Needed to Answer Question</u> Office Discipline Referrals (ODRs) disaggregated by classroom and/or by gender

Question Format: 7. What was the impact of (program) on (data source)?	
<u>Example Question</u> What was the impact of implementation of Foss Science Education on student science scores according to NWEA MAPS in class assessment?	<u>Data Sources Needed to Answer Question</u> Science MAP scores before and after the implementation of FOSS Science Education.

Question Format: 8. What is the relationship between (test) scores and (variables)?	
<u>Example Question</u> What is the relationship between ACT scores and graduation rates?	<u>Data Sources Needed to Answer Question</u> ACT test scores; Graduation rates

Question Format: 9. What is the correlation between (data source) and (data source) for (variable)?	
<u>Example Question</u> What is the correlation between NWEA MAP scores and Smarter Balanced scores for ELA?	<u>Data Sources Needed to Answer Question</u> NWEA MAP scores that directly precede the Smarter Balanced scores for ELA.

Adapted from Using Data to Guide Action for School Improvement, Nebraska Department of Education

WRITING S.M.A.R.T. GOALS

A S.M.A.R.T. goal is defined as one that is specific, measurable, achievable, results-focused, and time-bound. Below is a definition of each of the S.M.A.R.T. goal criteria.

S: Specific

Goals should be simplistically written and clearly define what you are going to do. You wouldn't want to follow a road map that leads you to "somewhere." Similarly, specific goals will address challenges or will overtly state reasons why the goal is important.

Vague example: We will increase student attendance.

Specific example: Students will attend school at a 95% rate.

The Data Team identified the following challenge, which this goal addresses: Students with poor attendance tend to be achieving at a lower rate than students with good attendance.

M: Measurable

Goals should be measurable so that you have tangible evidence that you have accomplished the goal.

Not-measurable example: Students will behave according to classroom expectations.

Measurable example: Students will behave according to classroom expectations as indicated by 10% reduction of administrative discipline referrals.

When the data team analyzes data related to discipline referrals, they will be able to see if the goal is being met, and they can ask questions relating to why this is/is not the case.

A: Achievable

Goals should be achievable; they should stretch you slightly so you feel challenged, but defined well enough so that you can achieve them. You must possess the appropriate resources, knowledge, skills, and abilities needed to achieve the goal.

You can meet most any goal when you plan your steps wisely and establish a timeframe that allows you to carry out those steps. As you carry out the steps, you can achieve goals that may have seemed impossible when you started. On the other hand, if a goal is impossible to achieve, you may not even try to accomplish it. Achievable goals motivate staff. Impossible goals de-motivate them.

Not achievable: 100% of 8th Grade students at ABC School will be at the advanced level of proficiency (Level 4) in English Language Arts (ELA), as indicated by the State summative assessment (SBAC), which will be administered in Spring of 2018.

Achievable: During the 2017-18 school year, the percentage of those who are at a proficient level in ELA will increase from 60% to 65% for all 8th Grade students. ELA proficiency levels (Levels 3 and 4) are indicated by the State summative assessment (SBAC), which will be administered in Spring of 2018.

R: Relevant / Results-oriented

Goals should make sense and create a positive outcome that enhances the school environment.

Common phrases to use:

- *Increase the number of...*
- *Reduce the number of...*
- *Eliminate...*

T: Time-sensitive

Goals should be linked to a timeframe that creates a practical sense of urgency, or results in tension between the current reality and the vision of the goal. Without such tension, the goal is unlikely to produce a relevant outcome.

No timeline: Students will attend school at a 95% rate.

With a timeline: By May 15, 2018, students will attend school at a 95% rate.

The following questionnaire will assist you in creating S.M.A.R.T. goals. Begin by writing your goal as clearly and concisely as possible. Then answer the related questions. Conclude by revising your goal, in the space allotted.

SMART Goal Questionnaire

Goal

Specific. What will the goal accomplish? Why will it be accomplished?

Measurable. How will you measure whether or not the goal has been reached?

Achievable. Is it possible? Have others done it successfully? Do you have the necessary resources, knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

Relevant / Results-oriented. What is the reason, purpose, or benefit of accomplishing the goal? What is the result of the goal? (*Increase number of... Reduce number of... Eliminate... etc.*)

Time-sensitive. What is the established completion date and does that completion date create a practical sense of urgency?

Revised Goal
